



Close MAEMIS

MAINE Adult Education

The adult thing to do.

Smallville Adult & Community
Education
319 Main Street
Smallville, ME 05904

Participants	Courses	Archives	Reports	Setup
<ul style="list-style-type: none">• STUDENT FILE Contact info for all participants. Name, address, phone, etc., Other personal identifiers• REGISTRATION Register students for courses. Registered course details Payments• INTAKE Track students for mandated reports. Student demographics, Required survey questions, GED pre- & posttest scores,				

MAEMIS: Better education through better information.

State of Maine

Family Literacy Programs

STATE REPORTING FORM

PROGRAM YEAR 2002-2003

FileMaker Pro

File Edit View Insert Format Records Scripts Window Help

Arial 10 A B I U

MENU.fp5 Align Center

GED Test Center

Contacts

Director

AsstDirector

Address

City

State

phone

Fax

email

Family Literacy

Family Lit Program Type

Primary Funding

Technical

Change passwords

prepare files for upgrade

import from previous version

backup & maintenance

State of Maine
Family Literacy Programs
STATE REPORTING FORM
PROGRAM YEAR 2002-2003

GENERAL INFORMATION

1. Program Name
2. Program Location (city/town)
3. Primary source of program funding (check one)
 - ☐ Even Start
 - ☐ Maine Family Literacy Initiative (ME FLI)
 - ☐ Other: (specify) _____
4. Type of Program (indicate the **primary** description for your program)
 - ☐ Center-Based Program
 - ☐ Home-Based Program
 - ☐ Combination of Center-Based and Home-Based

The following questions pertain to families enrolled in your program as defined by a minimum of 12 adult contact hours of service. (e.g. including but not limited to instruction)

5. Total number of families served in your comprehensive family literacy program (all four components) during current program year (2002-2003) _____
6. Total number of
 - a. continuing families (continued from 2001-2002) _____
 - b. newly enrolled families (minimum of 12 adult contact hours during 2002-2003) _____

Questions 6a and 6b should equal Question 5
7. Number of families that exited during program year 2002-2003
 - a. number of families that exited **after** completing their family goals _____
 - b. number of families that exited **before** completing their family goals _____
8. Number of referred families that qualified as "most in need" by your program Criteria. _____
9. Number of parents at or below the poverty level (e.g., as defined by Free & Reduced Lunch or eligibility for TANF funds, etc.) at the time of entrance to the Program. _____

FileMaker Pro

File Edit View Insert Format Records Scripts Window Help

Arial 10

INTAKE.fp5

Program... INTAKE FORM COURSES SCLI LIST VIEW FIND

Full Name and Address Phone H studentID Aca Yr Intake Date

Records: 0 Unsorted

Student Info Program Info Goals/Outcomes GED Info FamLit Info

Family Group Fam Lit Planning Fam Lit Child Data Family List

FamilyID List view

For the Family Literacy program we are required to track the progress of all participants in each family. In order to do that, each family is assigned an arbitrary FamilyID, and each member of the family is encoded with that number. One member must be designated head of household.

This page is for managing FamilyIDs.
Give people in the same family the same ID number.

create a new FamilyID newFamily

current FamilyID

Is the HEAD of this family? (check here if YES) ☐

HouseHead	Other Family Members	--Program	FamilyID

100% Browse

For Help, press F1

State of Maine
Family Literacy Programs
STATE REPORTING FORM
PROGRAM YEAR 2002-2003

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Data Entry Rule of Thumb



If the information pertains mainly to an individual person, the data should be entered into the individual student record



If the information pertains mainly to the family unit, it should be entered in the record of the person designated as “Head of Household”

FileMaker Pro
File Edit View Insert Format Records Scripts Window Help

12

INTAKE.fp5

Program... Address Phone H

Student Info Program Info Goals/Outcomes GED Info FamLit Info

Program Entry Assessments Program Exit

(B) Participant Status at start of Academic Year:

- ☐ Disabled
- ☐ Employed
- ☐ Unemployed
- ☐ Not in Labor Force
- ☐ On Public Assistance
- ☐ Living in Rural Areas
- ☐ In Family Literacy Programs
- ☐ In Workplace Literacy Programs
- ☐ In Programs for the Homeless
- ☐ In Correctional Facilities
- ☐ In Community Correctional Programs
- ☐ In Other Institutional Settings
- ☐ Low Income
- ☐ Displaced Homeless
- ☐ Single Parent
- ☐ Dislocated Worker
- ☐ Learning Disabled Adult

Program

For students with an REG record, you may use the yellow button to copy the current REG "program" value.

Note: changes here are NOT reflected in REG

copy Program from REG

Educational functioning Level

Entry:

ABE/ASE:

ESL:

view REG record

view STD record

100 Browse

For Help, press F1

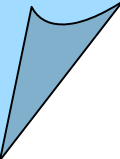
**State of Maine
Family Literacy Programs
STATE REPORTING FORM
PROGRAM YEAR 2002-2003**

GENERAL INFORMATION

1. Program Name
2. Program Location (city/town)
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For Help, press F1

0-11	Grades
HSD	Diploma
GED	GED
PS	Post-secondary (no degree)
AS	Associate's Degree
BS	Bachelor's Degree

- Questions 14a through 14f should **equal** Questions 11a and 11b

FileMaker Pro
File Edit View Insert Format Records Scripts Window Help

INTAKE.fp5

Student Info Program Info Goals/Outcomes GED Info FamLit Info

Demographic Info Add Personal Info Permanent Contact Corrections

Plan Prepared by Prep Date

SSN HPPhone WPhone Gender ☐ M ☐ F Intake Date DateConvert 4/24/2003

OK to call? ☐ OK to call? ☐

Ethnic Heritage

☐ I American Indian or Alaskan Native
☐ A Asian
☐ B Black or African American
☐ H Hispanic or Latino
☐ P Native Hawaiian or OPI
☐ W White

Intake Age
[2002]

view STD record
view REG record

If appropriate, do you give us permission to send for your high school records? ☐ Y ☐ N
 Has this student signed the Dept. of Labor information release form? ☐ Y ☐ N

Last Grade Completed
Last Grade Attended
Last School Attended
Last School Address

100 Browse

For Help, press F1

10. Number of adults who completed each of the educational levels listed below before entering the program during 2002-2003

- completed 8 years of schooling or less
- completed 9 years of schooling
- completed 10 years of schooling
- completed 11 years of schooling
- received a high school diploma before entering program
- completed a GED before entering program
- completed 1 or more years of post-secondary education
- received an Associate's Degree
- received a Bachelor's Degree

11. Number of

- male adults who participated in the program during 2002-2003
- female adults who participated in the program during 2002-2003

Questions 11a and 11b should equal Questions 10a through 10i

12. Number of enrolled children aged (on July 1, 2002) (count all children served by your program)

- birth to 2 years 11 months (0-2)
- 3 years to 4 years 11 months (3-4)
- 5 years or more (5 plus)

13. Number of enrolled adults aged (on July 1, 2002)

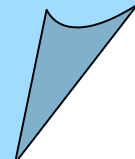
- 16 to 18 years
- 19 to 24 years
- 25 to 44 years
- 45 to 59 years
- 60 or older

Questions 13a through 13e should equal Questions 11a and 11b

14. Number of adults enrolled in the program served during current program year (2002-2003) whose ethnicity is (choose one)

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White/Caucasian

Questions 14a through 14f should equal Questions 11a and 11b



FileMaker Pro
File Edit View Insert Format Records Scripts Window Help

INTAKE.fp5

Student ...

Address _____
Phone H _____

Student Info Program Info Goals/Outcomes GED Info Family Info

Demographic Info Add'l Personal Info Permanent Contact Corrections ☐

Plan Prepared by _____ Prep Date _____

SSN _____
HPhone _____ OK to call? ☐
WPhone _____ OK to call? ☐
Gender ☐ M ☐ F
BDate _____
Intake Date _____
DateConvert 4/24/2003 [view STD record](#)
[view REG record](#)

Ethnic Heritage
☐ I American Indian or Alaskan Native
☐ A Asian
☐ B Black or African American
☐ H Hispanic or Latino
☐ P Native Hawaiian or DPI
☐ W White

If appropriate, do you give us permission to send for your high school records? ☐ Y ☐ N
Has this student signed the Dept. of Labor information release form? ☐ Y ☐ N

Last Grade Completed _____
Last Grade Attended _____
Last School Attended _____
Last School Address _____

100 Browse

For Help, press F1

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- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White/Caucasian

Questions 14a through 14f should equal Questions 11a and 11b

FileMaker Pro

File Edit View Insert Format Records Scripts Window Help

INTAKE.fp5

Student ...

Address _____

Phone H _____

Student Info Program Info Goals/Outcomes GED Info Family Info

Demographic Info Adm Personal Info Permanent Contact

Records: 0

Unsorted

Plan Prepared by _____ Prep Date _____

SSN _____

HPhone _____ OK to call? ☐

WPhone _____ OK to call? ☐

Gender ☐ M ☐ F

BDate _____ Intake Age _____

Intake Date _____

DateConvert 4/24/2003 view STD record

view REG record

Ethnic Heritage

☐ I American Indian or Alaskan Native

☐ A Asian

☐ B Black or African American

☐ H Hispanic or Latino

☐ P Native Hawaiian or OPI

☐ W White

If appropriate, do you give us permission to send for your high school records? ☐ Y ☐ N

Has this student signed the Dept. of Labor information release form? ☐ Y ☐ N

Last Grade Completed _____

Last Grade Attended _____

Last School Attended _____

Last School Address _____

100% Browse

For Help, press F1

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- completed 10 years of schooling
- completed 11 years of schooling
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- completed a GED before entering program
- completed 1 or more years of post-secondary education
- received an Associate's Degree
- received a Bachelor's Degree

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Questions 11a and 11b should equal Questions 10a through 10i

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- birth to 2 years 11 months (0-2)
- 3 years to 4 years 11 months (3-4)
- 5 years or more (5 plus)

13. Number of enrolled adults aged (on July 1, 2002)

- 16 to 18 years
- 19 to 24 years
- 25 to 44 years
- 45 to 59 years
- 60 or older

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- American Indian or Alaskan Native
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- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White/Caucasian

Questions 14a through 14f should equal Questions 11a and 11b

FileMaker Pro

File Edit View Insert Format Records Scripts Window Help

INTAKE.fp5

FamLit P...

Records: 0
Unsorted

current FamilyID

Family Group Fam Lit Planning Fam Lit Child Data Family List

Family Literacy Primary Parenting Goals

Goal	Achieved
<input type="checkbox"/> Language-Rich Parent-Child Interaction	<input type="checkbox"/>
<input type="checkbox"/> Providing Literacy Experiences	<input type="checkbox"/>
<input type="checkbox"/> Appropriate Expectations	<input type="checkbox"/>
<input type="checkbox"/> Embracing the Parenting Role	<input type="checkbox"/>

Family Literacy Outcomes/Achievements

☐ Enrolled in Post-Secondary Education

☐ Enrolled in Job/Career Training

☐ Enlisted in Military

☐ Employed 24-34 Hrs per week

☐ Employed 35+ Hrs per week

☐ Left Public Assistance

☐ Achieved Citizenship

☐ Registered to Vote/Voted for first time

☐ Voted

☐ Increased Involvement in Community Activities

Family Literacy - Plans

Average Hours per Month

Adult Ed Classes _____

Parent Education _____

PACT _____

Early Childhood _____

Home Visits _____

Reasons for Leaving Family Lit Program

<input type="checkbox"/> Health	<input type="checkbox"/> Moved
<input type="checkbox"/> Child care	<input type="checkbox"/> Took a Job
<input type="checkbox"/> Family responsibilities	<input type="checkbox"/> Can't locate family
<input type="checkbox"/> Transportation	<input type="checkbox"/> Unknown
<input type="checkbox"/> Location of services	<input type="checkbox"/> Other
<input type="checkbox"/> Lack of interest	

100% Browse

For Help, press F1

15. Number of enrolled children served during current program year (2002-2003) whose ethnicity is (choose one)

- a. American Indian or Alaskan Native
- b. Asian
- c. Black or African American
- d. Hispanic or Latino
- e. Native Hawaiian or Other Pacific Islander
- f. White/Caucasian

Questions 15a through 15f should **equal** Questions 12a through 12c

16. Number of enrolled families who left the program within six months (during 2002-2003) for the following reasons (check all that apply)

- a. health
- b. child care
- c. family responsibilities
- d. transportation
- e. location of services
- f. lack of interest
- g. moved
- h. took a job
- i. cannot locate the family
- j. reason unknown
- k. Other: (specify) _____

FileMaker Pro - [Courses]

File Edit View Insert Format Records Scripts Window Help

Course &... 27

Records: 65
Unsorted

MAEMIS COURSE ENTRY

MENU: REG, SCLI, INSTRUCTORS

COURSE LIST VIEW: INSTRUCTOR LIST, INSTR LABELS, INSTR CONTRACT, New Record

Citizenship Workshop CourseID: 100602.402

Course & Instructor Course Description

Course Name Citizenship Workshop

CourseNo Categories

01 English
02 Lit/Read
03 Math
04 Soc Studies
05 Sci/Health
06 Life Skills
07 Trade/Tech
08 Bus/Computer
09 Enrichment

Course type: 610 - ABE
Semester: Spr 4
Year: 2002
Course Number: 0602

Start Date: 5/20/02
End Date: 9/12/02
Class Day: M
Time: 6:30-9:30
AM/PM: Eve

Location: 1a. Elementary/Sec
Site: Site 1
Room: LC

Hourly Fee:
Fee (R/NR): 0.00 0.00
Mats:
Book:
Lab:
Oth Chg:
Total Chgs: 0.00

Instructor Info

Select Instructor -> Madore, Jimmy
Instructor Name (F/L): Jimmy Madore
Address: 27 Lynn Street
City/St/Zip: Smallville ME
SSN: 007529624
Hourly Fee:
TChg: 0.00 H Phone: 969-5932 W Phone:

HOURS OF PROGRAM OPERATION AND PARTICIPANT ATTENDANCE

17. Hours Agreed Upon in Family Plans by Family Literacy Program/Average Hours of Attendance

	Adult Education ¹	Parent Education ¹	PACT ²	Early Childhood ³	Average Number Home Visits ⁴
Month	Average Hours Agreed Upon in the Plan	Average Hours Agreed Upon in the Plan	Average Hours Agreed Upon in the Plan	Average Hours Agreed Upon in the Plan	Average # Of Home Visits Agreed Upon In the Plan
Jan					
Feb					
Mar					
Apr					
May					
Jun					
Jul					
Aug					
Sep					
Oct					
Nov					
Dec					
Total					

¹Average number of Parent Education, Adult Education (literacy, numeracy, and/or ESL hours) agreed upon in family plans. Average **adult education** and **parent education** hours attended are reported for enrolled **adults**.

²Average number of PACT hours agreed upon in family plans. Average **PACT** hours attended are reported for enrolled **families**.

³Average number of hours agreed upon in the family plan for instruction of children. Average **Early Childhood Education** hours attended are reported for enrolled **children**.

⁴Average number of home visit hours agreed upon in the family plan. (At least one per week or four per month for Home-Based programs; at least one per month for Center-Based Programs; at least two per month for combination programs.) Average number of **home visits** are reported for enrolled **families**.

Course & Instructor

Course Description

Course Name

CourseNo Categories

- 01 English
- 02 Lit/Read
- 03 Math
- 04 Soc Studies
- 05 Sci/Health
- 06 Life Skills
- 07 Trade/Tech
- 08 Bus/Computer
- 09 Enrichment
- 11 Family Literacy

Course type 671 - Family Literacy

Semester Fall 2

Year 03/04

Course Number 1103

What is "courseID"?

CourseID 711103.204

Course Codes

- Adult Education* 711101...
- Parent Education 711102...
- PACT 711103...
- Early Childhood 711104...
- Home Visits 711105...

* For now will have to manually enter the total hours of all adult education classes each month.

FileMaker Pro - [Courses]

File Edit View Insert Format Records Scripts Window Help

Course &... MAEMIS MENU COURSE LIST VIEW VIEW RECORDS

COURSE ENTRY REG INSTRUCTOR LIST AR SCLI INSTR LABELS BRING INSTRUCTORS INSTR CONTRACT New Record

Citizenship Workshop CourseID 100602.402 Cancel

Course & Instructor Course Description

Course Name Citizenship Workshop

CourseNo Categories

01 English Course type 610 - ARE Start Date 5/2002
 02 Lit/Read Semester Spr 4 End Date 9/12/02
 03 Math Year 2002 Class Day M
 04 Soc Studies Course Number 0602 Time 6:30-9:30
 05 Sci/Health AMPM Eve
 06 Life Skills
 07 Trade/Tech Location 1a. Elementary/Sec
 08 Bus/Computer Site Site 1
 09 Enrichment Room LC

Hourly Fee
 Fee (R/NR) 0.00 0.00
 Mats
 Book
 Lab
 Oth Chg
 Total Chgs 0.00

Instructor Info
 Select Instructor -> Madore, Jimmy
 Instructor Name (F/L) Jimmy Madore
 Address 27 Lynn Street
 City/St/Zip Smallville ME
 SSN 007529624
 Hourly Fee
 TChg 0.00 H Phone 969-5932 W Phone

HOURS OF PROGRAM OPERATION AND PARTICIPANT ATTENDANCE

17. Hours Agreed Upon in Family Plans by Family Literacy Program/Average Hours of Attendance

	Adult Education ¹	Parent Education ¹	PACT ²	Early Childhood ³	Average Number Home Visits ⁴
Month	Average Hours Agreed Upon in the Plan	Average Hours Agreed Upon in the Plan	Average Hours Agreed Upon in the Plan	Average Hours Agreed Upon in the Plan	Average # Of Home Visits Agreed Upon in the Plan
Jan					
Feb					
Mar					
Apr					
May					
Jun					
Jul					
Aug					
Sep					
Oct					
Nov					
Dec					
Total					

¹Average number of Parent Education, Adult Education (literacy, numeracy, and/or ESL hours) agreed upon in family plans. Average **adult education** and **parent education** hours attended are reported for enrolled **adults**.

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³Average number of hours agreed upon in the family plan for instruction of children. Average **Early Childhood Education** hours attended are reported for enrolled **children**.

⁴Average number of home visit hours agreed upon in the family plan. (At least one per week or four per month for Home-Based programs; at least one per month for Center-Based Programs; at least two per month for combination programs.) Average number of **home visits** are reported for enrolled **families**.

Course & Instructor **Course Description**

Course Name

CourseNo Categories

01 English Course type 671 - Family Literacy
 02 Lit/Read Semester Fall 2
 03 Math Year 03/04
 04 Soc Studies Course Number 1103
 05 Sci/Health
 06 Life Skills
 07 Trade/Tech
 08 Bus/Computer
 09 Enrichment
 11 Family Literacy

What is "courseID"?
 CourseID 711103.204

FileMaker Pro

File Edit View Insert Format Records Scripts Window Help

Arial 12

INTAKE.fp5

Program: MAEMIS

INTAKE FORM

MENU STUDENTS REG INTAKE

COURSES SCLI LIST VIEW

New Record SHOW A

Find

Full Name and Address

studentID

Aca Yr Intake Date

Phone H

Student Info Program Info Goals/Outcomes GED Info FamLit Info

Program Entry Assessments Program Exit

Assessment History

date	area	test	level	version	score	used to set EFL?
						<input type="checkbox"/>

100 Browse

For Help, press F1

ADULTS: ASSESSMENT OF LITERACY

18. Total number of adults enrolled who took the T.A.B.E. as a pre-test during program year (2002-2003) _____
19. On the pre-test of the T.A.B.E., number of adults at educational functioning level at program entry _____
- ABE 1 Beginning Literacy _____
 - ABE 2 Beginning Basic Education _____
 - ABE 3 Intermediate Low _____
 - ABE 4 Intermediate High _____
 - ASE 5 Low _____
 - ASE 6 High _____

stions 19a through 19f should **equal** Question 18

20. Number of adults who enrolled in the program and completed 100 hours of adult literacy instruction and took the T.A.B.E. as a post-test within program year (2002-2003) _____

stion 20 should be **equal to or less than** Question 18

21. On the post-test of the T.A.B.E. (after 100 hours of instruction), number of adults _____
- who increased 1 educational functioning level _____
 - who increased 2 or more educational functioning levels _____
 - who moved 0 educational functioning levels _____
 - who decreased 1 educational functioning level _____
 - who decreased 2 or more educational functioning levels _____

stions 21a through 21e should **equal** Question 20

22. Total number of adults who took the READ as a pre-test in program year (2002-2003) _____

23. On the pre-test of the READ, number of adults at educational functioning level at program entry _____
- ABE 1 Beginning Literacy _____
 - ABE 2 Beginning Basic Education _____
 - ABE 3 Intermediate Low _____
 - ABE 4 Intermediate High _____
 - ASE 5 Low _____
 - ASE 6 High _____

stions 23a through 23f should **equal** Question 22

FileMaker Pro
File Edit View Insert Format Records Scripts Window Help

INTAKE.fp5

FamLit P... current FamilyID

Family Group Fam Lit Planning Fam Lit Child Data Family List

Family Literacy Primary Parenting Goals

Goal	Achieved
<input type="checkbox"/> Language-Rich Parent-Child Interaction	<input type="checkbox"/>
<input type="checkbox"/> Providing Literacy Experiences	<input type="checkbox"/>
<input type="checkbox"/> Appropriate Expectations	<input type="checkbox"/>
<input type="checkbox"/> Embracing the Parenting Role	<input type="checkbox"/>

Family Literacy Outcomes/Achievements

<input type="checkbox"/> Enrolled in Post-Secondary Education
<input type="checkbox"/> Enrolled in Job/Career Training
<input type="checkbox"/> Enlisted in Military
<input type="checkbox"/> Employed 24-34 Hrs per week
<input type="checkbox"/> Employed 35+ Hrs per week
<input type="checkbox"/> Left Public Assistance
<input type="checkbox"/> Achieved Citizenship
<input type="checkbox"/> Registered to Vote/Voted for first time
<input type="checkbox"/> Voted
<input type="checkbox"/> Increased Involvement in Community Activities

Family Literacy - Plans

Average Hours per Month

Adult Ed Classes	
Parent Education	
PACT	
Early Childhood	
Home Visits	

Reasons for Leaving Family Lit Program

<input type="checkbox"/> Health	<input type="checkbox"/> Moved
<input type="checkbox"/> Child care	<input type="checkbox"/> Took a Job
<input type="checkbox"/> Family responsibilities	<input type="checkbox"/> Can't locate family
<input type="checkbox"/> Transportation	<input type="checkbox"/> Unknown
<input type="checkbox"/> Location of services	<input type="checkbox"/> Other
<input type="checkbox"/> Lack of interest	

100 Browse

For Help, press F1

33. On the post-tests of English language competence instruments mentioned above (e.g. ESLOA, BEST), number of adults

- a. who increased 1 educational functioning level _____
- b. who increased 2 or more educational functioning levels _____
- c. who moved 0 educational functioning levels _____
- d. who decreased 1 educational functioning level _____
- e. who decreased 2 or more educational functioning levels _____

Questions 33a through 33e should **equal** Questions 32a through 32c

34. Number of adults who stated obtaining a high school diploma or GED as a goal in program year (2002-2003)

- a. Of these, how many completed their GED in program year (2002-2003) _____
- b. Of these, how many received their high school diploma in program year (2002-2003) _____

During program year (2002-2003)

- 35. Number of adults who enrolled in post-secondary school _____
- 36. Number of adults who enrolled in job retraining or career advancement programs _____
- 37. Number of adults who enlisted in military _____
- 38. Number of adults who gained paid employment of 24-34 hours per week _____
- 39. Number of adults who gained paid employment of 35 hours per week _____
- 40. Number of adults who left public assistance _____
- 41. Number of adults who achieved citizenship skills _____
- 42. Number of adults who voted in a local, state, or national election in the year 2002- 2003. (Include all of the first time voters as well as those who have voted in Previous elections) _____
- 43. Number of adults who **registered to vote** in a local, state, or national election **for the first time** in 2002-2003 _____
- 44. Number of adults who increased their involvement in community activities _____

EARLY CHILDHOOD EDUCATION

Pre-School Aged Children: 3-5 years (by July 1, 2002) not currently enrolled in public school Pre - K through Grade 3

- 45. Number of children age 3 through 5 years by July 1, 2002 not currently enrolled in public school Pre - K through Grade 3 served during program year _____

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INTAKE.fp5

FamLit C...

Records: 0
Unsorted

Student Info Program Info Goals/Outcomes GED Info FamLit Info

current FamilyID

Family Group Fam Lit Planning Fam Lit Child Data Family List

Early Childhood Assessment Instrument Used

☐ ASQ Early Screening Profile
☐ Ages and Stages Questionnaire
☐ Preschool Language Scale (version 4)
☐ Creative Curriculum
☐ Other

☐ Y ☐ N Was the same assessment instrument used for both pre and post testing?
☐ Y ☐ N Did the student show any progress?
 Enter the number of days this student attended day school
☐ Y ☐ N Was the student promoted?

Did the Student receive any of these services?
☐ Special Education Services
☐ Title I Services

Current Grade School

☐ Not in School
☐ Pre-K
☐ K
☐ Grade 1
☐ Grade 2
☐ Grade 3

Beginning of the School year Reading Assessment

☐ Below Grade Level
☐ At Grade level or Above

End of the School year Reading Assessment

☐ Below Grade Level
☐ At Grade level or Above

100 Browse

For Help, press F1

33. On the post-tests of English language competence instruments mentioned above (e.g. ESLOA, BEST), number of adults

- a. who increased 1 educational functioning level
- b. who increased 2 or more educational functioning levels
- c. who moved 0 educational functioning levels
- d. who decreased 1 educational functioning level
- e. who decreased 2 or more educational functioning levels

Questions 33a through 33e should equal Questions 32a through 32c

34. Number of adults who stated obtaining a high school diploma or GED as a goal in program year (2002-2003)

- a. Of these, how many completed their GED in program year (2002-2003)
- b. Of these, how many received their high school diploma in program year (2002-2003)

During program year (2002-2003)

- 35. Number of adults who enrolled in post-secondary school
- 36. Number of adults who enrolled in job retraining or career advancement programs
- 37. Number of adults who enlisted in military
- 38. Number of adults who gained paid employment of 24-34 hours per week
- 39. Number of adults who gained paid employment of 35 hours per week
- 40. Number of adults who left public assistance
- 41. Number of adults who achieved citizenship skills
- 42. Number of adults who voted in a local, state, or national election in the year 2002- 2003. (Include all of the first time voters as well as those who have voted in Previous elections)
- 43. Number of adults who **registered to vote** in a local, state, or national election **for the first time** in 2002-2003
- 44. Number of adults who increased their involvement in community activities

EARLY CHILDHOOD EDUCATION

Pre-School Aged Children: 3-5 years (by July 1, 2002) not currently enrolled in public school Pre - K through Grade 3

- 45. Number of children age 3 through 5 years by July 1, 2002 not currently enrolled in public school Pre - K through Grade 3 served during program year

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FamLit P...

Records: 0
Unsorted

Family Group Fam Lit Planning **Family Child Data** Family List

Family Literacy Primary Parenting Goals

Goal	Achieved
<input type="checkbox"/> Language-Rich Parent-Child Interaction	<input type="checkbox"/>
<input type="checkbox"/> Providing Literacy Experiences	<input type="checkbox"/>
<input type="checkbox"/> Appropriate Expectations	<input type="checkbox"/>
<input type="checkbox"/> Embracing the Parenting Role	<input type="checkbox"/>

Family Literacy - Plans

Average Hours per Month

Adult Ed Classes

Parent Education

PACT

Early Childhood

Home Visits

Family Literacy Outcomes/Achievements

☐ Enrolled in Post-Secondary Education

☐ Enrolled in Job/Career Training

☐ Enlisted in Military

☐ Employed 24-34 Hrs per week

☐ Employed 35+ Hrs per week

☐ Left Public Assistance

☐ Achieved Citizenship

☐ Registered to Vote/Voted for first time

☐ Voted

☐ Increased Involvement in Community Activities

Reasons for Leaving Family Lit Program

<input type="checkbox"/> Health	<input type="checkbox"/> Moved
<input type="checkbox"/> Child care	<input type="checkbox"/> Took a Job
<input type="checkbox"/> Family responsibilities	<input type="checkbox"/> Can't locate family
<input type="checkbox"/> Transportation	<input type="checkbox"/> Unknown
<input type="checkbox"/> Location of services	<input type="checkbox"/> Other
<input type="checkbox"/> Lack of interest	

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PARENTING GOALS

63. Number of adults who listed **one** of the following goals as their **primary** parenting goals in your program.

	NUMBER
<p>a. GOAL: ENGAGING IN LANGUAGE-RICH PARENT-CHILD INTERACTIONS TO MEET THE CHILD'S DEVELOPMENTAL NEEDS</p> <p>Examples:</p> <ul style="list-style-type: none"> • Parent provides age-appropriate toys and engages in play with the child • Parent supports child's need for age-appropriate learning opportunities, exploration, and inquiry • Parent takes child on age-appropriate field trips • Parent actively responds to child's questions and engages child in conversation and verbal interactions (e.g. open-ended questions, verbal encouragement) • Parent engages in rhymes, songs, word play with younger children 	
<p>b. GOAL: PROVIDING LITERACY EXPERIENCES IN THE FAMILY</p> <p>Examples:</p> <ul style="list-style-type: none"> • Parent reads to child or engages in literacy materials with child at least once a day • Parent tells stories or helps child by writing letters and words, playing games with sounds and words, or allowing child to dictate stories to parent • Parent visits the library or bookstore with child at least once a week • Parent provides for books, print materials, and writing materials in the home that are accessible to child 	
<p>c. GOAL: HOLDING APPROPRIATE EXPECTATIONS OF THE CHILD'S LEARNING AND DEVELOPMENT AND ENGAGING IN HOME/SCHOOL COLLABORATION</p> <p>Examples:</p> <ul style="list-style-type: none"> • Parent ensures that child's attendance is regular; calls school when child is sick • Parent visits school, engages in conversations with the child's teacher, attends school-family nights and parent-teacher conferences • Parent monitors child's progress in school and reinforces learning outside of school; helps with school activities at home • Parent assists with field trips, volunteers in child's class, participates in parent advisory groups, etc. 	
<p>d. GOAL: ACTIVELY EMBRACING THE PARENTING ROLE</p> <p>Examples:</p> <ul style="list-style-type: none"> • Parent engages with child over choices, rules, and limits • Parent provides a nurturing home environment • Parent manages stresses on the family, balancing needs and responsibilities of each family member • Parent ensures safety and health of all children; keeps up with appropriate vaccinations and visits to doctor • Parent provides healthy foods for child and opportunities for play and exercise 	
<p>e. GOAL: OTHER: (specify) _____</p>	

* Questions 63a through 63e should **equal** Questions 11a and 11b



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MAINE Adult Education

The adult thing to do.

Smallville Adult & Community
Education
319 Main Street
Smallville, ME 05904

Participants	Courses	Archives	Reports	Setup
• STUDENT FILE Contact info for all participants. Name, address, phone, etc., Other personal identifiers				
• REGISTRATION Register students for courses. Registered course details Payments				
• INTAKE Track students for mandated reports. Student demographics, Required survey questions, GED pre- & posttest scores,				

MAEMIS: Better education through better information.

State of Maine

Family Literacy Programs

STATE REPORTING FORM

PROGRAM YEAR 2002-2003